

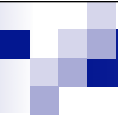


Effective Instructional Feedback

Mike Miles
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In general, when you observe a teacher, what are the two most important things you look for?




The Main Thing

***Focus on High
Quality Instruction***

High Quality Instruction




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. . . our greatest opportunity for better schools: a simple, unswerving focus on those actions and arrangements that ensure effective, ever-improving instruction.

Instruction itself has the largest influence on achievement.

Mike Schmoker, *Results Now* (2006)



“The top-performing school systems recognize that the only way to improve outcomes is to improve instruction.”

How the World’s Best-Performing School Systems Come Out on Top,

McKinsey and Company, Sep. 2007



Objectives

- Explore what it means to be an “instructional leader”
- Discuss goals/ rationale of providing instructional feedback
- Review criteria of providing effective instructional feedback



Instructional leadership

- **Accountable for results**
 - Specific goals
 - Indicators of success
 - Progress monitors
- **Works systemically**
- **Focuses on leverage points**
- **Develops an effective plan of action**



Instructional leadership

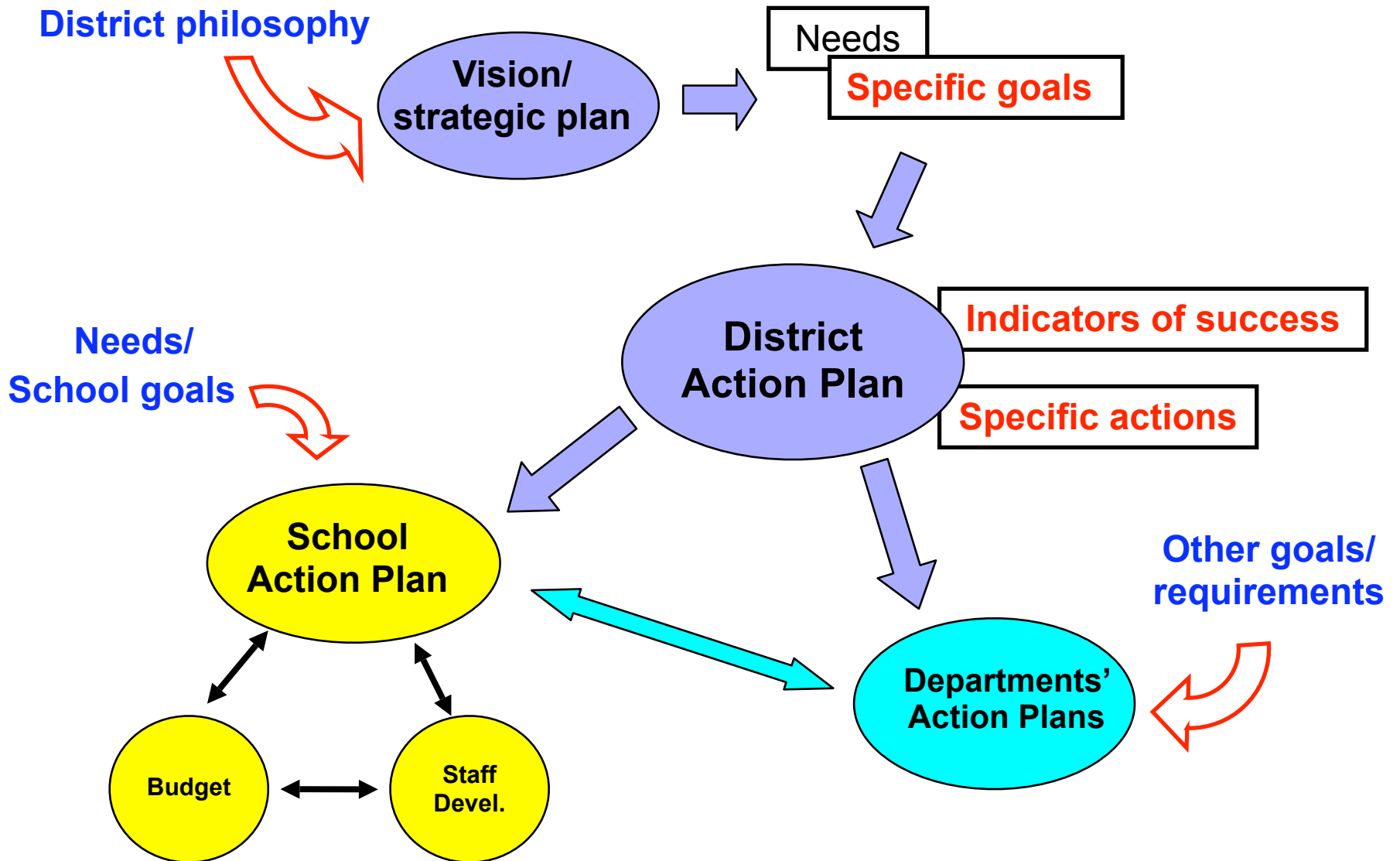
- Can identify effective instructional practices
- Knows enough about content to ask the right questions regarding programs and strategies
- Provides instructional feedback (is in the classroom)

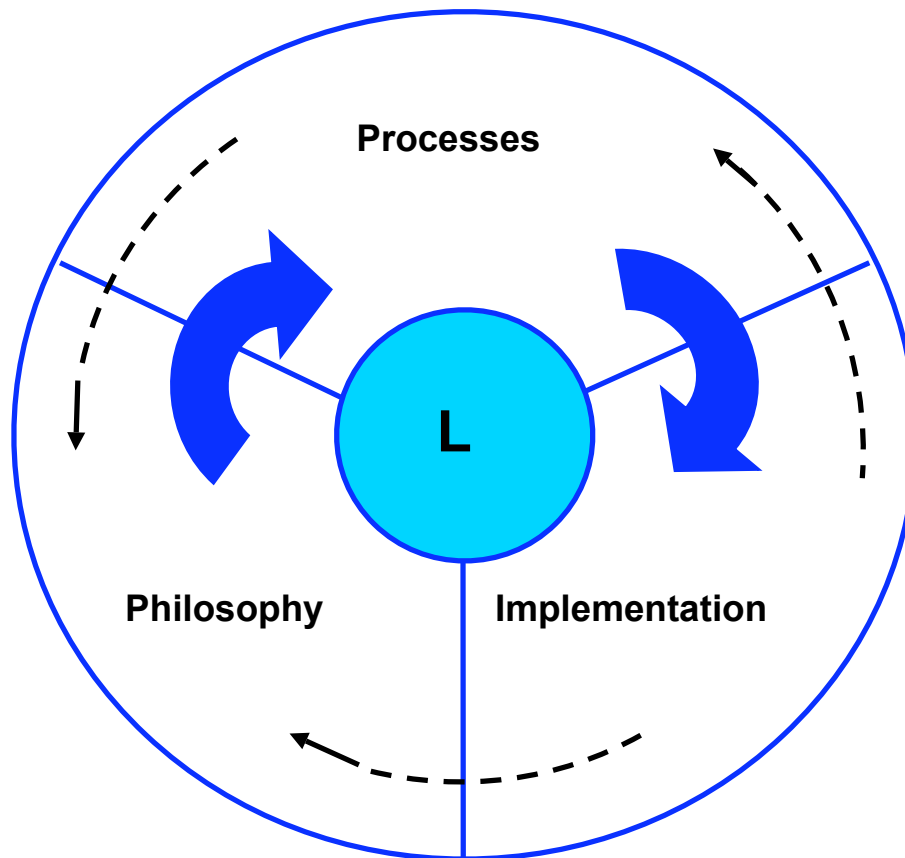


Instructional leadership

- Uses data to improve instruction
- Develops staff's ability to fulfill the academic priorities
- Keeps the main thing the main thing

The District Action Plan





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Principal's evaluation rubric

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Quick Survey

- Administrators in the organization know what the organization values most with regard to instruction.
- Administrators provide instructional feedback in multiple ways purposefully and regularly.
- Administrators use a spot observation or walk-through form.



Quick Survey

- Administrators respect the difference between formative and summative evaluations.
- Teachers in the organization believe the instructional feedback they receive is helpful.
- Instructional behavior changes as a result of the feedback teachers are given.



Quick Survey

- Administrators know how to provide effective instructional feedback in a way that is appreciated by the staff.
- The quality of instruction in the organization is very high.



***Build a culture of
instructional feedback.***



Goal of instructional feedback

- Provide information to teachers in order to improve instruction
- Stimulate conversations about professional growth
- Monitor the progress of the implementation of instructional practices and initiatives
- Provide focus
- Validate what is working well
- Help to hold ourselves accountable



Philosophy First

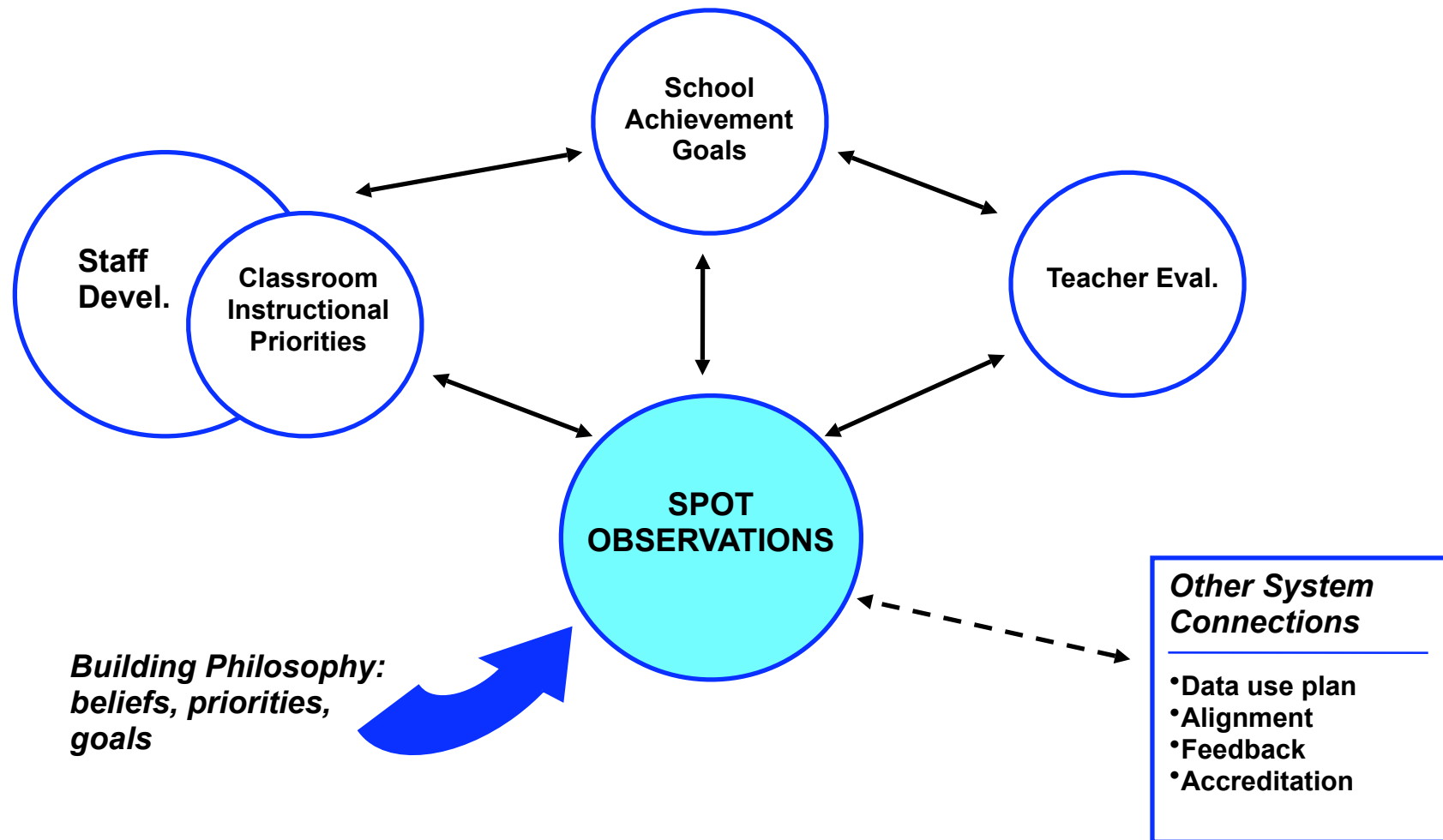
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Philosophy first

- Replace “what gets measured gets done” with “what gets feedback gets done better.”
- Guide beliefs about instructional feedback.

Systemic Leverage Points – Spot observation





Characteristics

- Based on sound philosophy and supported by the staff
- Aligned with instructional priorities, key actions, and evaluation
- Consistent and regular
- Focused on improving instruction
 - Difference between formative and summative evaluation



Characteristics

- Includes feedback on a spot observation form
- Provides data that is used to inform instruction and determine professional learning needs
- Delivered constructively and professionally
- Established systemically



Reinforce

- Solicit input regarding the type of feedback that is needed to improve instruction.
- Give feedback on the instructional behaviors the organization values most.
- Deliver feedback in a way that is non-threatening and validating.
- Follow through – change instructional behavior.
- Model asking for and receiving feedback.



District expectations

- Administrators regularly conduct observations of classroom instruction
- Administrators provide feedback to teachers on a form developed by the school
- Administrators hold conversations with all employees about the feedback and about instruction